

## The Development of Professional Mobility of Teachers in Supplemental Education System

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### ABSTRACT

Actual continuity of the problems stated in this article caused by the fact that modern education is directed at the formation of a mobile person of the teacher, who is able to transform the educational reality and himself in accordance with the requirements of a developing society, and to provide not only high-quality mastering studying the necessary content, but also the development of their personal qualities. The purpose of the article is to develop content-technological aspects of professional mobility of teachers in supplemental education system. The leading methods of research were: interdisciplinary analysis and data synthesis of the philosophical, sociological, natural-scientific, psychological and educational literature; analysis of foreign and domestic psychological and pedagogical experience for the formation of a mobile person in the educational systems; conversation, written survey, interviewing teachers and heads of educational institutions, the method of expert evaluations and self-evaluations; a method of self-managed adults, summarizing these results and ascertaining the formative experiment. The article reveals the essential characteristics (integrity, complementarity, coherence) and structure (personal activity, willingness to perform social roles, adaptability and creativity), formed the conceptual and categorical apparatus of personal mobility, specifications for the detection of the level of its development are proposed, psychological nature of personal mobility the teacher as a value-semantic constructs are disclosed in content and technological aspects of mobility in the system of supplementary education. The results can be used for the organization and implementation of supplementary educational qualification of teacher's development programs.

### KEYWORDS

Personal mobility, value-semantic construct, activity, willingness, adaptability, creativity

### ARTICLE HISTORY

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### Introduction

The laws of the market economy actualize the problem of forming a new type of personality - the ability to operate in uncertain and difficult to forecast situations; at a high rate of change in technology, know-how, manufacture; be

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able to demonstrate tolerance and flexibility in communication formats of interaction; easy to navigate in a dynamic flow of information; show the ability to custom problem solving; psychologically quickly switch, it is easy to define its place in terms of social relations. This person is described by the notion of «mobility» in many national concepts and doctrines. Formation of a mobile person becomes the target setting of the education system.

The first idea of human mobility was developed by sociologists and filled with a sense of social movement, moving (Sorokin, 1993). In pedagogical theory and practice, mobility is seen as a continuing need for new information; in response to a variety of stimulants, which includes the city; a willingness to change (place of work or living, leisure, social groups, tastes, etc.). It is noted that the mobility is the most important effect of the socialization of man under the influence of the city, city life (Mudrik, 1997; Kalinovskiy, 2001).

Formation and personal development takes place in a controlled and uncontrolled socialization. Managed socialization, as a purposeful, systematic and state-controlled process is the responsibility of the state institutions, in particular - of the general education system and provided by teachers. Training and education of mobile behavior of mobile personal qualities should be the direct participation of the teacher, who possesses such qualities himself. It follows that a mobile personal development of the teacher becomes a problem of science and practice of psycho-pedagogical direction. However, there is no common understanding of the essence of the phenomenon of human mobility and personality of its structure. The dynamics of social practice forces one to consider the phenomenon of personal mobility as a certain type (method) of its response to the environment (past, present, future) reality, which creates specific life strategy of behavior and activity, a certain position in life of the person in terms of its relationship to the world which at the same time is personal activities. The process of forming such a strategy is closely linked to the behavior of existential orientation of the person created in the certain moments of life kinds, types, levels of mobilization, adequate protection requirements (Amirova, 2006). Continuous integral process of human socialization requires increased efforts of the system of education in determining the basic characteristics of the mobile identity and the creation of special conditions for the formation of personal qualities of the teacher, according to the relevant specifications.

## **Materials and Methods**

### ***Research methods***

During the research the following methods were used: an interdisciplinary analysis and data synthesis of the philosophical, sociological, natural-scientific, psychological and educational literature; analysis of foreign and domestic psychological and pedagogical experience for the formation of a mobile person in the educational systems; conversation, written survey, interviewing teachers and heads of educational institutions, the method of expert evaluations and self-evaluations; a method of self-managed adults, summarizing these results and ascertaining the formative experiment.

### ***Experimental research base***

The establishing and formative experiment was carried out at the Institute of advanced training and retraining of the M. Akmulla Bashkir State

Pedagogical University, schools in Aurgazinsky, Blagovarsky, Ilishevskogo, Kushnarenkovsky, Nurimanovsky areas of the Republic of Bashkortostan (18 schools in total).

### **Stages of research**

The study was conducted in three stages.

In the first stage (preparatory) methodological, substantial and procedural frameworks and the conceptual apparatus of the study were determined, mobile problematize problem of personality development in the philosophical, sociological, psychological and pedagogical literature were targeted.

In the second stage (ascertaining) the documents on the modernization of the Russian education system were studied, axiological and existential representation by the research problem were developed; ascertaining experiment, primary processing and analysis of collected scientific material were conducted.

In the third stage (pilot) formative experiment was carried and verification of the reproducibility of the experimental results was carried out based on generalization of the results.

### **Results**

Essential characteristics of the personality of the teacher mobility

We have proved the following variables to describe the structure of personal mobility, and its components as a complex phenomenon. Firstly, it's a person in the whole palette of its social characteristics; the process of socialization and development; educational situation in a specific territorial and chronological continuum; relationships in the system «subject-society». All these variables affect the condition of the person at the time of mobilization and space, which is the starting point of mobility as a personal quality. These variables don't fully disclose the nature of the subject's mobility activities, but largely determine its character at any given time point.

Thus, the individual features of the person determine the originality of each individual; they are actually valuable and certainly bend the influence of social factors. At the same time moments of apprehension about the realities of daily life in society, awareness of new needs for personal growth lead to a change in the character of the individual values and changes in the level of its mobility. Such a path of personal development can be considered as optimal and occurs according to the scheme: «I am today», not what «I was yesterday» tomorrow I will not be what «I was yesterday» and «I am today». This is a natural formula of personal development; it also determines the integrity and stability of the «self-concept». The continuous process of socialization is a process in which and through which the subject develops a social experience, acquire knowledge, values, social skills and tolerance, which allow him to integrate into the cultural community, to become the part of it. Educational situation, the structure of the education system successfully perform their functions only if the structure, content, organization and working methods meet the requirements of the time. The considered variables are socially and personally important in everybody's life, and we consider them to be the main structural units that make up the value-semantic construct of personal mobility. Through this stability and integrity of personal new growths man develops a physical and social space,

demonstrates the complementarity and coherence of his own attitudes and behavior in relation towards the surrounding reality and himself.

We consider the personal mobility in terms of a certain type (method) to respond to the social, including professional reality. The basis of any types of response is an integrative personal quality, deterministic relatively equally by social factors, and biologically predetermined, genetically fixed, most clearly manifest themselves in stressful social situations. The person's behavior is simultaneously constructed as a system of actions aimed at maintaining biological existence, and as a system of specifically human activity, which is a form of active attitude towards the world. Its content is suitable change and transformation of the world based on the exploration and development of cash forms of culture. In the process of development of personal mobility biological manifested primarily in human adaptation to changing environmental conditions, and social - in the active transformation of themselves and their own activities.

The structure of the personality of the teacher mobility was detected based on ascertaining experiment, where the heads of educational institutions and teachers of general and vocational education were involved, 1542 people in total.

### *The establishing stage of the study*

The establishing step was aimed at identifying personality traits responsible representation of teachers about the mobile individual, since it is their professional responsibility to evaluate the quality of other people's identity. On this purpose, they were asked to select from a list of proposed general personal qualities of the most significant (up to five) in terms of manifestations of mobility behavior. Consideration of the results of the survey showed that in all groups surveyed among the qualities that have the least significance were noted such as thrift, observation and originality. Among the qualities that have the highest importance for mobility, marked by activity, adaptability (flexibility and plasticity), creativity, and social competence (willingness); in the group of heads of schools - activity, adaptability (flexibility and plasticity), social competence (readiness), responsible; in a group of teachers of pedagogical universities - activity, social competence (readiness), creativity, leadership. In order to highlight the list of dominating in a large-scale survey of the personal qualities of educators we have combined facts from a survey of different groups of patients (Table 1).

**Table 1.** The rating distribution of personal qualities that promote personal teacher mobility (in terms of aggregate survey results)

№	Qualities that have the greatest significance for personal mobility	Yes, it is very necessary	Rather yes than no	Rather no than yes	No need
		Number of elections in%	Number of elections in %	Number of elections in%	Number of elections in %
1	Activity	29,2	29,8	-	-
2	Social competence (readiness to perform social roles)	16,7	18,4	-	-
3	Creativity	14,3	34,5	2	-
4	Adaptability (flexibility and plasticity)	12,0	20,8	4	1

The results of the survey allowed us to highlight the structure of teacher mobility in the most general form of four main system components: personal activity, readiness to perform social roles, adaptability, and creativity. Personal mobility structure components themselves can be regarded as divergent, but complementary and potential of the subject activity is developed in achieving harmony between these components. The following analysis of our experience has shown that the selected components are relative equilibrium in the system they compose. So, if social activity inadequately inflated, there is a "block" at the beginning of adaptation processes at the biological level, and then at the social. Readiness to fulfill specific social roles and creativity change their characteristics but in the opposite direction - if the readiness is increased (in this case the basis of a cultural stereotype due behavior), creativity is most often reduced.

Special diagnostic methods for determining the level of personal mobility has not been developed so far. We used the methodological tools to determine the levels of constituents of the phenomenon under study, namely activity, adaptability, availability, creativity and motivation, direction and values of the person. The above components are also used as criteria for assessing the level of formation of personal mobility on ascertaining the pilot phase of the study.

The first (we called it -the critical) level of formation of personal mobility is characterized by the following symptoms in the behavior - the degree of activity and performance is expressed in the minimum degree, initiative in the social life is very rare. Adaptability is low, person experiences confusion and communicative hesitancy in the new collective. Readiness for social contacts, execution of new social roles is expressed in knowledge representations. Is not ready for the real actions. Everything new causes the alarming level of fear. Isn't interested in creative activity formulaic stereotyped behaviors are dominated.

The third level - active - activity manifests itself in the framework of normativity, the person is able to set goals, to predict and construct results. Adaptability is observed through the rapid realization of personal resources in the form of social and life experience, knowledge, skills, competencies, personality traits, which altogether provide the social flexibility. Social readiness is expressed in the system, interdependent nature of the subordination of communication, legal and autokompetensy providing reproductive and heuristic nature of social and community activities, and the current system is characterized by personal motives and values that contribute to the manifestation of the initiative. Creative directions characterize this activity, the person is actively attached to the accumulation, systematization, reproduce and transform his own life experiences. This level of personal mobility is the initiator for the further development of the test quality.

The fourth level - mobilization - the degree of activity is expressed in excess of activity; it is an indication of its existential character. Adaptability is high. Independence is monitored by the desire and the ability to perform actions such as research, requiring the construction of the unknown ways to solve. The successful experience of self-determination. Social readiness is determined by a wide range of parameters: confidence in the new social situation, the availability of systematic knowledge about the society and culture, skills and social interaction skills; maturity of capacity for analysis and reflection. Realization of activities is carried out on cognitive transformative level; high expression of the

need for self-education and self-improvement. The creative component is traced on developed habit to evaluate his own behavior, to produce reflexive analysis, show the initiative to take responsibility for decisions and actions.

### *The pilot phase of the study*

The aim of the experimental work was to test methods of personal development teacher mobility in terms of supplementary education. We proceeded from the position that personal mobility is a complex characteristic that is formed as a value-semantic construct identity. This is due to the fact that personal development is carried out with regard to its individual needs, socialization features, which affect the selectivity of perceptual effects of various environmental elements.

Two types of measurements were performed - in the control and experimental group of teachers and heads of educational institutions. On the basis of the criteria-based approach to the development of the personality of the teacher mobility, we have developed and used a package of diagnostic tools for the selection criteria, which included activity, adaptability, readiness, creativity and teacher's professional mobility.

In this regard, We determined personal activity by using the following techniques: a study of the activity as a teacher professionalism index, methodology «State of health- activity-mood», the test «questionnaire temperament structure» (Rogov, 1998); the test «Estimation of diligence and efficiency» of a set of diagnostic tools (Andreev, 2003); adaptability monitored on the basis of observation and introspection, as well as the test «Questionnaire temperament structure» designed to assess individual psychological characteristics of man. (Rogov, 1998); social willingness and creativity was determined by the positioning of the most popular tactics of social skills and core competencies, as well as motivational and valuable sphere of the individual, through the method of observation and method of expert estimations.

Exhibition of the basic competence of the teacher in the conditions of social and professional activities demonstrates most clearly the level of formation of his personal mobility. In our view, indicative in this context, become information-communicative competence (ICC) that we tracked through the allocation of three indices - ICC1, ICC2, ICC3.

ICC1 - possession of professional terminology, the ability to communicate in clear language, accurately revealing the meaning of the discussed processes and phenomena. Analysis ICC1 index was used based on the works of miniature and assessed on the following parameters: the imagery to describe the number of socially important positions, attracted to describe the social object or phenomenon; interscience orientation in describing (pedagogical relationship with philosophy, sociology, psychology, etc.), the number of actual professional concepts introduced in the description.

ICC2 - knowledge of methods of information processing, statistical processing methods of research (experimental) data in various fields; evaluation index ICC2 was carried out on the results of the processing of project or experimental data, taking into account the independence of performance and accuracy, completeness, clarity repose results.

ICC3 - the ability to conduct a dialogue on various topics, argue theses and positions, to prove his point logically. This indicator was analyzed in the course



of seminars and scientific conferences of students. We took into account the fullness, depth, credibility of speeches; Activity and consistency; the tactics of argumentation, mental reaction speed; conviction and candor. By associating indicators ICC1, ICC2, ICC3 we received ICCI index, which gives a general description of the basic competencies.

For the diagnosis of cognitive competencies we used method of studying pedagogue thinking (Alekseev and Gromov, 1993), the test is to assess the unrealized intellectual potential (Lomov, 1981).

Diagnosis reflexive competencies were carried out according to N.Y. Saygushev (2002) methodology adapted to the postgraduate education of teachers.

The creative component of personal teacher's mobility was tracked on the basis of the test, «Evaluation of the creative potential of the person» and methods of «Intelligent Mobility» (Andreev, 2003), adapted to the problem of our study.

Evaluation of the results of experimental work on the development of the personality of the teacher's mobility were run for four-level system:

Level 1 – critical, expressing maturity of personal teacher's mobility in a minimum extent.

Level 2 - basic (life-centered), which expresses the qualities of mobility mainly at the level of the standard solution of vital problems.

Level 3 - the activity, allowing to carry out its own activities on the level of personal mastery.

Level 4 – mobilization, expressing personal mobility at the level of creativity.

The didactic system of supplementary education was chosen as the main influencing agent, determining the impact of the various components of its structure at the level of personal mobility - as the target. The research included the leaders of educational institutions, as well as teachers of master schools and teachers, mastering supplementary educational programs at various levels and content. During the experiment, the two main types of educational activities were involved: retraining and skills development built based on the system of courses and intermenstrual sessions using experimental educational programs. Systematic cycles and target orientation were provided by the connection of frame and inter-cycle of creative work of students, which helps to establish a closer link theory and practice, makes the process controlled and activates the consciousness and creative activity of students, which in itself contributes to the development of personal mobility.

In the structure of an experimental didactic system, innovative changes were exposed to target, substantial and procedural characteristics of the educational process in the context of implementation of the technology of self-managed. The main characteristic of the didactic unit and the learning process within the framework of this technology is an educational and professional situation, part of the complex multi-level professionally oriented tasks and jobs, doing that every student actualizes his own experience and mobilizes personally meaningful quality solutions for educational and professional problems. The methods and techniques of educational activities, used in this work, inherently contain pedagogical process modeling procedure and phenomena, which is

accompanied by the design activity as a form of productive development of the personality of the teacher mobility. The structure of the project activities of students compulsorily includes justification of motives, objectives, content, technology and assessment in relation to the research problem. The process of realization and implementation of the problem and research activities of students accompanied by forms of work and training takes place on the basis of the active work of teachers. Here the problem logical structure of learning activity encourages students to the internal decision personally relevant information and experiences, focused and motivated their development, organize and build a content-logic of the educational process that promotes learning students quickly achieve mobilization status, make decisions, take actions and reflexively adjust them.

With the help of the combined input of criteria and indicators the dynamics of all components of occupational mobility in terms of traditional and experimental didactic system compared with the traditional were tracked and presented diagnostic procedures allow to note a sufficient increase in the levels of development of the institute of professional mobility of students belonging to the experimental samples (Table 2, 3).

**Table 2.** The results of a complex diagnosis of the teacher's professional mobility level in the control group (in%)

Mobility components	Stages of the experiment	The critical level	Basic level	The activity level	Creative level
Activity	Beginning	11,0	24,0	50,0	15,0
	Ending	9,0	36,0	41,0	14,0
Adaptability	Beginning	12,0	62,0	20,0	6,0
	Ending	8,0	59,0	25,0	8,0
Readiness	Beginning	19,0	56,0	21,0	4,0
	Ending	16,0	48,0	30,0	6,0
Creativity	Beginning	9,0	44,0	33,0	14,0
	Ending	25,0	16,0	39,0	20,0
Teacher's professional mobility	Beginning	12,75	46,5	31,0	9,75
	Ending	14,5	39,75	33,75	12,0

**Table 3.** The results of the complex diagnostics of professional mobility level of the teacher in the experimental group (in%)

Mobility components	Stages of the experiment	The critical level	Basic level	The activity level	Creative level
Activity	Beginning	12,0	26,0	48,0	14,0
	Ending	5,0	16,0	52,0	27,0
Adaptability	Beginning	12,0	64,0	18,0	6,0
	Ending	2,0	37	38,0	23,0
Readiness	Beginning	20,0	52,0	24,0	4,0
	Ending	8,0	30	51,0	11,0
Creativity	Beginning	10,0	43,0	34,0	13,0
	Ending	7,0	33,0	41,0	19,0
Teacher's professional mobility	Beginning	13,5	46,25	31,0	9,25
	Ending	5,5	29,00	45,5	20,0



As a result, the effectiveness of the formative experiment has been proven didactic system designed by us, the basic principle of which was the principle of self-managed. The tables reflect changes in the level of personal mobility in the two groups of teachers who were trained in supplemental education system. The first group (Table 2) was trained in the traditional system, the second group (Table 3) - created by our didactic system. There is an increase in the level of personal mobility in general and to the individual components of its structure at the experimental group.

## Discussions

An analysis of scientific works showed that the problem of personal mobility in the works of Russian and foreign scientists-teachers and psychologists is developed episodically, and there is not enough works devoted to its formation and development. In this regard, the discussion on the said issues are growing in nature. The most discussed were issues related to the phenomenology of personal mobility with the problem of structuring this phenomenon. For the first time the term «mobility» has been used by sociologists, today many of the science of social communities, man and his activities, use this concept. In this regard, growing understanding discrepancies in mobility leads to a complication of the problem of its formation and development. Among the few works dealing with the development of personal mobility and professional mobility of teachers, are the following works: L.A. Amirova (2006). The development of professional mobility of teachers in the space of his personal self-realization, L.A. Amirova (2006). Guided self-study of adults: practical andragogics L.V. Goryunova (2005). Professional mobility as a problem of the developing formation of Russia B.M. Igoshev (2006). Systemic-integrative organization of professional training of teachers' mobile Y.I. Kalinowski (2008). Development of social and professional mobility andragogist in the context of socio-cultural region of educational policy.

## Conclusion

It was found that the occupational mobility of the teacher is a value-semantic construct, the essential characteristics of which are integrity and complementarity, and structural components - personal excess activity, readiness to perform social roles, social adaptability and creativity. Formation and development of the personality of the teacher's mobility is accompanied by the development of professional skills and successfully carried out in the conditions of additional professional training of teachers based on the dialectical unity of biological and social aspects in the development of personal mobility and technology managed self-adults. Analysis of the results led to the conclusion that the use of the principle of self-managed and technology teachers contributes to the sustainable growth of personal mobility.

Article submissions can be useful to teachers of supplemental education of adults in the development of the content and methods of organization to develop training programs for teachers and trainers of professional education.

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## Disclosure statement

No potential conflict of interest was reported by the authors.

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